George Washington High School
Course Syllabus

Course Title: Algebra 1

Instructor Name: Sandra Simpson/ Terra Spratley/ Kamesha Townes/ Sabrina Hairston

- School Phone: (434) 799-6410
- Room location: C211 (Ms. Simpson) & A203 (Ms. Spratley)
- Email address:
  Ms. Simpson: ssimpson@mail.dps.k12.va.us
  Ms. Spratley: ttaylor2@mail.dps.k12.va.us
  Ms. Townes: ktownes1@mail.dps.k12.va.us
  Ms. Hairston: shairston1@mail.dps.k12.va.us

Course Description:
Algebra I introduces students to the foundational concepts of algebra, serving as a critical gateway to higher-level mathematics. The course emphasizes algebraic thinking, beginning with early concepts like patterning and progressing to formal topics such as solving and graphing equations and inequalities in one or two variables, understanding function behavior and notation—including linear, quadratic, and exponential functions—and performing operations with polynomials and exponent rules. Students use algebra to model practical situations, interpret and analyze functions through tables and graphs, and explore connections to geometry, statistics, and real-world applications. A transformational approach to graphing helps strengthen the link between algebraic and graphical representations, while graphing utilities support visualization, analysis, and solution verification, enhancing students' understanding of algebraic and statistical behaviors.

Instructional Philosophy:
We believe in a student-centered approach where students construct meaning by building on existing knowledge and engaging with new concepts.
Classroom Organization:
- Daily policies and procedures will guide classroom activities.
- Students are expected to follow the class agenda and arrive on time.

Student Participation:
- Active participation in discussions, note-taking, and group assignments is required.
- Students will work independently and collaboratively as needed.

Instructional Strategies:
- One-on-one support
- Small group instruction
- Interactive and engaging note-taking
- Use of visual, auditory, and kinesthetic modalities

Roles and Responsibilities of the Co-Teachers:
In this co-taught Algebra I classroom, both the general education and special education teachers collaborate daily to support all students:

General Education Teacher: Leads instruction, delivers core content, and provides enrichment to ensure academic rigor.
Special Education Teacher: Supports differentiated learning, adjusts assignments as needed, provides accommodations, and ensures IEP compliance.

Both teachers co-plan and use strategies such as:
- Differentiated Instruction
- Collaborative Learning
- Scaffolding
- Small-Group, Parallel, and Team Teaching
Regular check-ins, data analysis, and instructional adjustments help ensure student success.

Accommodations & Modifications:
All students will receive support based on their individual needs. Students with IEPs will be provided their specific accommodations and services. Instruction will be delivered using multiple modalities to address various learning styles.

Major Course Goals:
By the end of this course, students will be able to:

- Translate verbal expressions and real-world problems into algebraic expressions and equations.
- Apply properties of exponents and simplify radical expressions.
- Solve linear equations and inequalities using inverse operations and represent their solutions.
- Analyze, graph, and interpret linear functions in multiple forms.
- Solve systems of linear equations and inequalities and interpret the meaning of solutions.
- Perform operations with polynomials and factor polynomial expressions.
- Analyze, interpret, and communicate data using statistical measures and visual representations.
- Demonstrate mastery of all algebraic concepts through review, differentiated practice, and real-world application.

Course Grading & Assessment Plan:
Students will take both formal and informal assessments throughout the year to guide instruction and monitor learning. SOL-tested strands include:
- Expressions and Operations
- Equations and Inequalities
- Functions and Statistics

Grading Scale:
A = 90–100
B = 80–89
C = 70–79
D = 60–69
F = Below 60

Grade Weights:
- Summative Assessments (Gold) – 40%
- Formative Assessments (Silver) – 35%
- Classwork/Warm-Ups (Bronze) – 25%

Final Exams:
Final exams (including SOL tests) count for 10% of the overall grade.
Late work and redo policies follow school-specific guidelines.

Class Expectations:

Beginning of Class:
- Take a seat promptly
- Put away phones, headphones, smartwatches, tablets (visible items = referral)
- Log into Canvas
- Submit homework
- Complete the bell-ringer activity

During Class:
- Participate actively
- Listen, collaborate, and ask questions

End of Class:
- Complete the exit activity
- Remain seated until teacher dismisses the class

Attendance Policy:
Effective August 2024, students must attend at least 90% of class days to earn credit. All absences count toward the 90% threshold. Students falling below 90% will receive an "AF" (59%) but may recover credit through engagement options like:
- Saturday School
- After-school programs
- Summer School
Academic Integrity:
All work must be the student's own. Cheating or plagiarism will not be tolerated.

Supplies and Materials Needed:

- Paper
- Pencils
- 5-Subject Notebook
- 3-Ring Binder